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UNIVERSITY OF ALBERTA

FACTORS THAT INCREASE PERCEIVED LEVELS OF SELF-CONFIDENCE OF PRESERVICE TEACHERS

© BY ROY BATES LEADY

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION

DEPARTMENT OFSECONDARY EDUCATION

EDMONTON, ALBERTA

(FALL 1990)

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FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled Factors That Increase Perceived Levels of Self-Confidence of Preservice Teachers

Submitted by Roy Bates Leady

In partial fulfillment of the requirements for the degree of Master of Education.

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Dr. Dave Sande

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Date: 23 June 90

Dedication:

To Don and Evellynne Leady who stood by and believed in a boy of fourteen years of age who was labelled slow when the school system was ready to give up.

To Daria Petch who is a constant source of strength and support.

Abstract

A case study (3m/3f) was conducted on volunteers randomly selected from a third year preservice education course and practicum. Students were interviewed five times, kept student journals, and had interviews conducted with their cooperating teachers during their practicum and practicum education course work. The researcher conducted interviews using open-ended questions to determine what factors they could identify during the four month period that increased their perceived level of self-confidence. The resultant transcribed interview and journal data provided a list of factors that occurred: within the preservice education course (20), outside of the university (18), within the university but outside of the Faculity of Education (3), and practicum (14) that increased their perceived level of self-confidence. Agreement from five or more of the subjects provided the conclusions. The five conclusions are; that preservice education courses, Micro teaching with observation/feedback, interactive video discs and their programs, students they taught, callback sessions, and the cooperating teacher all increased their perceived level of self-confidence as a preservice teacher.

Acknowledgements:

In reading other students' completed theses, I was always struck by this page. How could all the persons mentioned on this page really have an impact upon the person completing the degree? I now know. Work on a graduate degree is accompanied by support, criticism, input and distraction. It is for such involvement that I wish to thank the following persons .

Dr. D.J.Engel was an advisor and a friend. In every day life and in my teaching, this man has given me the eyes and the knowledge in the media area. Mary Ann Bibby provided the insight into what the journey ahead would be and what the questions might be. Dr. Larry Beauchamp taught me one course of study that has been the most influential of my educational career. Dr. Dave Sande came on to the committee at a later date and provide questions that challenged me to remember why I chose to research this topic. Bev Sawyer is the person who helped make sense out of what I wanted to say.

The most important person is Daria Petch who with her intelligence and manner was able to critique and help in the process of my studies, despite the sometimes emotional reaction to pressures of graduate studies.

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CHAPTER 1.

Statement of the Problem and Its Significance

Introduction

During the years I have been teaching, many student teachers who were placed in schools for the practicum experience at first exhibited little self-confidence. On the first day, they appeared very young and afraid of the school environment and students. They feared that on their first day they would have to talk in front of the students and teach the students alone in a classroom. However, as time went on, they seemed to gather self-confidence from some source.

In reflecting back to my own first days of student teaching in Junior High School, these thoughts of terror came flooding back. They were frighting times that most experienced teachers still recount in humorous anecdotes in the staff room and to new student teachers.

Most experienced teachers also recall in these stories how they eventually conquered their fears and moved on to be the self-confident teachers that they are today. No group of factors accounting for this growth in confidence has ever been referenced by publications or recorded speech for others to read and learn. It just seems to happen. Where and how does self-confidence appear? Who is responsible for its appearance? How can we educate and train teachers to develop self-confidence? A short overview of the Teacher Education Program in Secondary Education will help define the problem and the purpose of this study.

The Faculty of Education of the University of Alberta has developed a program of teacher education based upon required and optional courses. Secondary Education students choose a major and minor area of teaching specialization. The major field requires six full courses and the minor area three full courses, which must be taken at specific times during the four-year teacher education program (University of Alberta, Program Planning 1988/89). Students also choose from courses in Educational Foundations (one full course) and Educational Psychology (one full course). The program also has four full -year optional courses. The required portion of the program focuses on the historical and psychological contexts of education and the student's chosen specialization major. The remaining four of the twenty required courses for the Education degree are the Curriculum and Instruction courses (one and one-half courses) and the Education Practicum (two and one-half courses).

The Practicum courses are designed to be taken in the first, third and fourth years of the faculty's program. Education Practicum (Ed. Pr.) 251, "A Study in Classroom Behavior" (University of Alberta, 1988/89 Calendar, F27.) , is the first -year course. This program is an examination of the classroom, during which student teachers observe and discuss an actual classroom situation. The assigned observations are drawn from the supplied university handbook.

Education Practicum 353, "Student Teaching in the Secondary Schools" (University of Alberta, 1988/89 Calendar, F27), is the second component , usually taken in the third year. The student teacher teaches single lessons developed with the cooperating

teacher. The student is expected to teach the class for that lesson and takes on all the responsibilities associated with the lesson. This point is underlined by the following statement from Field Services.

> The major purpose of the Phase II (Ed.Pr. 353) is to develop specific teaching skills and techniques through application and analysis in the classroom setting. Students will be expected to engage in systematic, structured observation of teaching and learning, to participate in selected professional activities and to provide instruction for single lessons but not for whole units of work. Emphasis is on planning, organization, presentation and analysis of single lessons (Field Services, University of Alberta, p.2).

Most student teachers have their first teaching experience in the classroom during this practicum and are evaluated as to their having the qualities to become a certificated teacher.

Many qualities are examined and reported upon by the cooperating teacher; they are listed on a standardized form included in the practicum handbook (Field Services, University of Alberta, p.34). Most of the criteria are components of an Education course that is a companion to the practicum. This is the Education Curriculum and Instruction (Ed. C.I.) 352 course.

> The practicum component will be immediately preceeded by Ed. C.I. 352, as well as ED FDN and ED PSY core courses. ED CI 352 will consist of an introduction to the development of skills in classroom management, maintaining discipline, instructional techniques, questioning, communication and interpersonal interactions. Considerable time will be devoted to lesson planning and presentation. Practice and proficiency in the use of these skills will be developed through peer teaching and simulations. Since ED CI 352 is generic, students in ED PR 353 may have no

> specialized training in their major or minor area of study. Many student teachers, however will have completed a three credit course on teaching their minor (Field Services, University of Alberta, p.3.)

As a result of this curriculum the student teachers begin their practicum teaching without a large base of knowledge in the content area and only one "methods" course in instruction in the secondary classroom.

One section for evaluation unrelated to Ed. C.I. 352 is Personal Qualities, under which self-confidence is listed. The cooperating teacher is expected to comment upon the degree of self-confidence the student teacher demonstrates during the teaching round. After looking deeper into some of the other criteria and headings, the researcher believes that self-confidence has a larger influence upon student teachers than this one minor mention might imply. Relationships with pupils, communication skills, teaching skills, professional relations with staff are all reflected in the level of self-confidence that student teachers bring with them to the practicum experience.

Several questions come to mind regarding these courses and evaluation criteria: What has been done to help the potential teacher in the area of self-confidence? What things happen in the ED.C.I. 352 course that are seen as helping to strengthen self-confidence? Do the potential student teachers see any activities or forms of instruction as being helpful in the development of self-confidence? To answer these questions a study was designed for the purpose of finding out what factors student teachers encounter that increase their level of self-confidence?

Purpose of the Study:

The purpose of this study is to examine the activities, content and methods of instruction within the ED. C.I. 352 and ED. PR. 353 courses as well as the possible influences outside the curriculum that might increase the students' perception of their levels of self-confidence . Once this examination was completed then hypotheses and propositions were developed for further inquiry.

There are many influences upon the development and growth of the prospective student teacher. The teacher-education curriculum, by its content and order of presentation, may affect the student's level of self-confidence. Since potential student teachers will likely come under this influence before their practicum, specific components should be identified and ranked as to their impact upon self-confidence. Some of the factors that need to be considered are peers, content, readings and theories, presentation strategies, media and professors.

Once the student teacher is placed in the practicum, new influences come into play; therefore, the second part of student teaching, the field experience, should also be examined. During this time, the cooperating teacher, staff room environment, fellow student teachers, other staff teachers, the principal, the school secretary, and the students could be factors that affect the self-confidence of the student teacher. Interviews will determine their impact.

The purpose of this study, then, is to examine the factors that increase perceived levels of self-confidence in the students enrolled in the ED C.I. 352, ED. PR. 353 course of study. From this data, conclusions will be drawn to provide suggestions for changes of

direction, delivery of content, and instruction in ED. C.I. 352, to improve the perceived levels of self-confidence.

Statement of the Problem

What are the factors identified by student teachers enrolled in the ED.C.I. 352 and ED.PR. 353 that increase their perceived level of self-confidence?

Definition of Terms

confidence - a feeling of trust, faith, and certainty

cooperating teacher -The certificated teacher who is supervising and evaluating the student teacher in ED. PR. 353.

curriculum - the written description of a course of study at a university or school

factor - an element or cause that contributes to a result

hidden curriculum - the unwritten implications and assumptions of a course of study in a university or school

micro discussion - the critique of the micro lesson by peers and professor or teaching assistant

micro lessons - three lessons, 15 minutes in duration, including a topic of personal interest, one in the major subject and one in the minor subject

micro teaching - series of three lessons taught in front of the professor or teaching assistant, peers and a video tape recording system. The lessons are on various topics and are critiqued immediately afterwards by the peers and professor or teaching assistant (micro discussion)

pilot - serving as a guide or control

pilot subjects - the two potential student teachers who served as guides or controls for the development and evaluation of the interview questions

potential student teacher - a person enrolled in ED. C.I. 352

professor- the university instructor responsible for the instruction, methodology, and evaluation of the university student in ED. C.I. 352 at the University of Alberta

researcher - the person involved in the gathering of data and the writing of this report

self-confidence - confidence in oneself, one's judgement, actions and abilities

student - the person who is the responsibility of the cooperating teacher and student teacher during the ED. PR. 353 course

student teacher - the person who is in the practicum component, the ED. PR. 353 course

Delimitations and Restrictions

The study took place in schools within a 200 kilometer radius of the University of Alberta and included three separate course sections of instruction in Ed. C.I. 352. These separate classes ensured that the professors were different. The eight subjects of the study represented an equal representation between male and female (4fx4m) from different backgrounds. One male and one female were used as pilots for the interview questions. The subjects selected were a cross section of the age group 19 to 24 years which represents the age group of the majority of student teachers enrolled in the course.The subjects chosen represented different major areas of

specialization and as a result represented a cross section sample of students from the Secondary Education Department. This also ensured placement in different schools within the various school jurisdictions. The study took place in the second term of the 1988/89 University calendar year, from January 1989 to April 1989.

Assumptions and Limitations

Assumptions

Interactive video disc instruction can and will increase the confidence level of ED. C.I. 352 student teachers.

Interviewing the 6 people in the sample group, 5 times each during the course of the study will provide enough rigor to validate the data collected.

ED. PR. 353 students lack self-confidence in presentation and in classroom discipline and management.

Simulation of the teaching experience before the practicum will increase the perceived levels of self-confidence of the student teachers.

Limitations

1. The exploratory nature of this study and the nature of the sample size is not enough to draw universal applicability from the findings. Further research is needed to confirm and discover factors that increase self-confidence in student teachers.

2. The curriculum, the methods, the types of instruction and experiences in ED. C.I. 352 and ED. PR. 353 differed for each of the subjects involved in the study. The subjects commented upon only

those course components that increased their perceived levels of self-confidence. Since they received instruction from different professors, it is unlikely that these components would be the same in each case. The number of factors that received total agreement is therefore necessarily small. Also, some of the data reported as factors that increased perceived levels of self-confidence could be important but were not included in the curriculum of the three ED.C.I. 352 instructors and therefore could not be reported.

CHAPTER 2

Related Literature

Introduction

In examining the literature regarding self-confidence levels and student teachers, very little material could be found. The concept of self-esteem was prominent in the research, and examination of test devices showed that self-confidence was often considered part of this broad heading. In fact, some researchers used the terms self-confidence, confidence and self-esteem interchangeably. This researcher felt that only material that specifically dealt with self-confidence could be included in this chapter; large amounts of research were therefore eliminated because of lack of clarity and consistency in terminology .

The Literature

Examination of the literature reveals several references to self-confidence both in preparation of teachers and in actual teaching behavior.

In a study (Roy,1972) undertaken at the University of Alberta on Attitudes of Student Teachers to Student Teaching, the Practicum Courses 301, 350, 400, and 450 were examined. Roy's third recommendation was that major emphasis should be placed on the development of the "student teacher's confidence in his ability to apply or use different strategies and skills in the teaching of his pupils prior to the entry into a full time professional role "(Roy, 1972, p. 88).

At the University of California, Santa Barbara, the teacher certification program has a fifth-year component where the student

teachers are in schools from September to June for their field placements. "This large dose of practice teaching is intended to offer ample opportunity for the accumulation of experience, competency, and confidence" (Copeland, 1982, p. 34,). Copeland further states that "experience and confidence accrue with the passage of time" (Copeland, 1982, p. 35). The recommendation by Clark and Starr is that "increasing confidence in student teaching is done by doing small teaching assignments like taking the roll etc. first before the first big job"(Clark & Starr, 1986, p. 437).

In the investigation of teacher competencies at the University of Toledo for its Competency-Based Teacher Education Program, 49 competencies were identified. There was no mention of the word self-confidence, but number 27 was labeled "Demonstrated self-direction and conveys the impression of knowing what to do and how to do it"(Dickson & Wiersma, Appendix A, 1982).

Four components of teacher-training were identified in recent research, that contribute to increased confidence. These components are (1) content, (2) imaging, (3) training, and (4) experience.

In a required health education program developed for teachers in Somona University in California, an instructor designed a course curriculum with the following content concerns: that the program fulfill the expectations of the student; that student interests be considered to increase motivation; that students select topics for consideration; and that lecture reaction papers were completed during the course. These papers commented on the class content and teaching methods of the lecturer and visiting professional educator, and

provided additional comments about the course. The papers were read and commented upon by the instructor, and returned for discussion within a week. Findings from a pre- and post- survey of the students indicate that the participants had increased self-confidence in their own abilities to teach health education after completing the course (Meyer, V, Y, 1982).

A change in approach to the evaluation process associated with a practicum has yielded increases in self-confidence (Partington, 1982). John Partington found that there were

> considerable gains in using school based rather then university based teaching practice supervisors. Assessment anxieties appear to have been reduced and proportionally more students felt confident to tackle the probationary year (Partington, 1982, p 273).

This finding is confirmed by Tinning (1983), whose research concluded that university supervisors have a low impact upon student teachers and that their role is secondary to that of cooperating teachers. It is further explained that this low impact is a result of a lack of training, generalized advice, delayed and infrequent feedback, and the intensity of the students' connection with the classroom and the cooperating teachers (Tinning, 1983).

In a study of highly expressive teachers, 1146 college students watched two 25 minute tapes of two teachers, one expressive and one not. The group that watched the expressive instructor was found to have developed a higher internal mastery orientation. The expressive teacher also produced enhanced student confidence in their performance as well as a consistently large positive effect on

student achievement (Perry and Dickens, 1983). Therefore, instructors with confidence in expressing themselves will have a major effect upon student achievement.

Personal factors that the student teacher brings into the practicum situation need examination. In a study of 4 males and 52 females enrolled in a mid-western university, researchers looked at the criteria of age, prior teaching experience, scholastic aptitude, teaching attitude, moral reasoning ability, conceptual level, and ego development. It was found that students who were more sure of themselves (who had a higher ego development) performed better in the student teacher situation. "It would seem that those student teachers that are more firm and positive in their sense of self make such perception work for them in the classroom " (McNergney and Satterstrom, 1984).

The delivery of content to improve self-confidence in teachers was designed as an inservice course, report Fresko and Ben-Chaim (1985). The participants, 97 teachers, were expected to

> 1. Learn and reinforce their knowledge of subject-matter content and essential skills;
> 2. Acquire familiarity with the approved curricula in an organized and systematic manner;
> 3. Be introduced to the instructional strategies applicable to the subject matter for teaching students at different level.
>
> A further objective was to reduce anxiety by building up teachers' self-confidence with respect to both their subject matter competency and their ability to teach the curriculum. (Fresko & Ben-Chaim,1985,p. 318)

With the above points and more in mind, an inservice course was designed and implemented for 97 participants in grade 7 and 8 math courses. Participating teachers were administered a pre- and post-test. Among the conclusions were

> that teachers must build up their confidence about their subject matter competency
> to develop confidence in their ability to teach their subject.
> Inservice programs can be designed along this principle, offering the teacher proper reinforcement at the proper stage(Fresko & Ben-Chaim, 1985, p.323).

Fresko and Ben-Chaim conclude that the inservice method increases content knowledge, which in turn increases self-confidence in the instruction of the course. The fact that such training can be placed exactly when the teacher is ready for it is very advantageous and could be considered for student teacher training.

According to Phelps, Schmitz, and Boatright (1986) it is suggested that cooperating teachers are heavily influenced by two things in a student teacher. They are influenced by the instructional process and the self-confidence of the student teacher. In an examination of 161 University of Missouri-Columbia Education students, a Likert-like student teaching record form was utilized to examine five general areas of teaching: attitude, scholarship, instruction, discipline, and personality. The study concluded that instructional process and the student teachers's self-confidence are the two main influences in evaluating with this type of scale. "Although field experience students may not possess all the specialized skills in

teaching, they are expected to project the image of the teacher" (Applegate & Lasley, 1984, p. 80)

In another study 81 students who had completed one field experience and were about to embark on another were surveyed on eighteen statements that reflected specific teacher behaviors. These specific behaviors "demonstrated the individual's ability to translate knowledge into appropriate classroom practice" (Solliday and Jacko, 1986, p2). Students were asked to rank their level of self-confidence in performing the tasks. The findings of the study were that while the interns were positive about the standards of teaching, they were less confident about their ability to perform the related tasks in the statements (Solliday and Jacko, 1986).

Still others believe experience can and does affect self-confidence.

> One gains confidence as successful completion of some teaching activities. This confidence is related to the tacit and other knowledge acquired but is as much a result of crossing the crucial psychological barrier of doing something for the first time (Evans, 1986, p. 6).

The university education of prospective teachers is designed to prepare them for their careers in education. During this time, student teachers move through periods of anxiety about the practicum. Pigge and Marso (1987) studied 581students at three stages of their education. They were sampled on entry to the first education course, just prior to student teaching, and at the end of student teaching. At each of these points they were administered a questionaire, an attitude test and an anxiety test. The results showed that the

elements of teacher anxiety, attitude and concern, and confidence did change over the education process, and that this change was positive. There was no indication in this study as to what factors influenced the increase in the confidence level. Self-confidence is reported as a characteristic of successful teachers in a number of studies.

Ana Maria Rodriguez reports in her study of bilingual teachers of Spanish that several competency clusters came out of interviews of teachers nominated as being successful instructors. These characteristics were social cultural knowledge, positive regard, non-authoritarianism, pedagogic flexibility, self-confidence, and communication skills. "Given further validation of these competencies, teacher-educators can more adequately select potentially effective bilingual teachers, prepare effective bilingual teachers and develop relevant teacher preparation curricula" (Rodriguez, 1980).

In a school of optometry, the class and staff were asked to nominate the best instructors by secret ballots. The instructors nominated then completed the California Psychological Inventory. The object was to determine the measurable personality traits of the most effective clinical instructors. Kegel-Flom (1983) concluded that self-confidence, assertiveness, personal and intellectual drive, tolerance, and liking for personal interaction were the outstanding personality traits. It was further stated that these common ingredients contribute to the high quality of instruction in these clinical settings (Kegel-Florn, 1983).

The examination of a "gifted" program at the University of South Florida produced a number of recommendations regarding the organization of classes and student grouping for instructional success. Also included in the study was a profile of positive traits that teachers should exhibit. These include in order, enthusiasm, self-confidence, stage presence, deep commitment to learning and unique professional styles (Anderson, 1985). This program recognizes the importance of self-confidence in the teacher attributes that lead to instructional success.

Can a person be trained to increase self-confidence? Magdarz (1984) believes that self-confidence can and should be increased through training, and that research should be done in this area. He notes that there is very little research into this area, but states that confidence and self-confidence are the same thing. He further suggests that confidence has a significant effect on task performance and suggests that investigations be performed at pre- and post-training in the actual job to determine if training does have an effect on confidence (Magdarz, 1984).

Weaver and Cotrell (1985) present a method that is not unlike actor preparation methods used in developing characters for a play. They propose that if a person forms a mental image of the physical being that he/she wants others to see during the lecture process, the body will react accordingly. The mind lays out effective powerful mental images that replace images associated with insufficient self-confidence and cause the body to appear more physically confident. "An outcome from the use of imaging is likely to be an enhancement of our self-confidence" (Weaver & Cotrell, 1985, p.268).

Summary

Recent data indicate that self-confidence can be increased in student teachers by a variety of methods of instruction, types of placement activities and mental processes. The majority of the research cited in this chapter was carried out by surveys of student teacher groups using student questionnaires. This study is designed to find if more factors that increase self-confidence exist or can be identified.

CHAPTER 3

Research Design

Introduction

In considering methods to investigate the perceived self-confidence of students enrolled in ED. C.I. 352 and ED. PR. 353, the researcher assumed that the whole context within which the students interact during the 14 weeks could provide an influence in increasing their perceived levels of self-confidence. Yin (1989) states that the case study "allows an investigation to retain the holistic and meaningful characteristics of real life events - such as life cycles"(Yin, 1989, p. 14). The ability of the case study to examine and consider whole events and their characteristics within the 14 week life cycle of the courses led the researcher to investigate this form of research methodology for the study.

In the introduction the researcher reported student teachers increasing in confidence levels but never really knowing how this increase came about, or what factors led to it. The interest in the researcher's mind was to explore these questions with "the goal of developing pertinent hypotheses and propositions for further study" (Yin, 1989, p. 17). The type of case study that addresses these questions and goals is the exploratory case study.

Classroom situations, outside life, and student teaching time periods are events in the study that the researcher has little or no control over. Therefore the researcher concurs with the use of a case study in which "a 'how' question is being asked about a

contemporary set of events, over which the investigator has little or no control" (Yin, 1989, p. 20). In this situation, an exploratory case study is the best method to employ in investigating the events.

Research Design

The case to be investigated is the education and experiences accrued by student teachers enrolled in ED.C.I. 352 and ED. PR. 353 at the University of Alberta. The question is how the perceived level of self-confidence is increased during the 14 weeks that the students are involved in the course and student teaching experience.

Related literature has provided some instances in which levels of self-confidence have increased in experimental research carried out in the past ten years. This researcher proposes that there are many interrelated factors within the context of the University Education courses, the actual practicum experience and outside life factors that could influence the increase in perceived levels of self-confidence in the subjects of the study. These factors could be linked to subject specialization, age, gender, marital status, methodologies of instruction and implementation of curriculum.

The investigation of the question and analysis of this case will be defined as an investigation of students enrolled in the ED.C.I. 352 and ED.PR. 353 program of teacher education and practicum experience beginning and ending within the fourteen weeks of its duration. The unit of analysis is 24 hours in duration throughout the fourteen weeks and includes all events that the participants consider relevant to the question of how perceived levels of self-confidence increase.

The group examined was 18 to 25 year old potential student teachers, who represent subject specialities from the core and optional programs from the Course of Studies of Alberta Education.

The method of examination of this question is to have three separate sources of evidence to be collected for examination and evaluation. The inclusion of multiple subject specialties, ages and genders required that multiple subjects be utilized for the study. Since the unit of analysis includes a 24-hour day, journals were a source of evidence, as the researcher could not be present in all places and at all times for evaluation and observation of the multiple subjects. The perception of increased self-confidence in the subjects was examined through interviews conducted by the researcher, using open-ended questions. The subjects of the study were also observed by their cooperating teachers, whose observations were collected by interviews with the researcher at the conclusion of the 14 weeks. Therefore, the sources of evidence for the study were interviews of the subjects and cooperating teachers as well as journals kept by the subjects in the study.

Description of the Sample.

The study took place at the University of Alberta, and at schools in which the student teachers were located for their practicum experience. The subjects were selected from the Education Curriculum and Instruction 352 course offered in the Winter Session, Semester 2, January 1989, on the basis of criteria demonstrated when they responded to a survey administered during the first days of class. The survey included a brief outline of the time and effort involved in the study, the type of research methodology to be used,

and a request that the potential student teacher keep a journal during the course of the study. Students were verbally advised at this time that they did not have to complete the study and could drop out at any time for any reason. Approval for the distribution of the form was applied for and received from the Field Placement Office and the coordinator of the 352 course.

Criteria for Selection

There were several criteria for the selection of the study personnel. First, an equal male/female ratio was sought, to avoid gender bias in the sample group. The selected subjects were to have had no prior teaching experience, formal or otherwise, at the secondary or post-secondary levels, to avoid possible bias by experienced teachers. The age group of 18 to 25 years of age was used to duplicate the largest age group that participates in student teaching. A cross section of subject specialities was a consideration to avoid the possible conclusion that one subject area lends itself to the growth of perceived levels of self-confidence in student teachers better then others. These specialities or majors encompassed both core and option subject areas.

Selection of the Sample

Eight student teachers were randomly selected according to the above mentioned criteria, and asked to confirm their willingness to participate. Two of the group, one male and one female, were utilized as pilot subjects for the questions to be used in the interviews. The remaining six students formed the study group. During the course of the study neither the pilots nor the subjects knew their status relative to being a pilot or a subject in the study. All were asked to keep a

journal that reflected their thoughts and feelings about the student teacher education and practicum process, specifically with regard to their feelings of self-confidence. At this time the subjects were again informed of their right to drop out of the study at any time. A list of the subjects was then provided to the Field Services Office, which obtained permission for field work in the various schools where the subjects were placed for their practicum.

Prior to the beginning of the interviews with the potential student teacher or the cooperating teacher, they were informed in writing that the interview would be transcribed and would not be used until they fully approved of the content. This approval included the right to edit any and all text from their interview. The form was signed by all parties and each received a copy of the document. Upon completion of the transcription process the persons interviewed also signed a release document saying they had read and approved the text, made the changes they wished and would now allow the text to be released for research use only for this study. Upon completion of the study each of the participants received an abstract of the findings of the study and an invitation to discuss any part of it on a personal level.

Collection of the Data

The study began with the selected students being interviewed as to how they perceive their self-confidence relative to the tasks they would undertake in 10 weeks. The interview took place during the first week of second term university classes.

This established a basic impression of how they perceived themselves in regard to the approaching experience. Major questions asked at this time dealt with previous teachers who

influenced them, the behaviors of these teachers that showed they had self-confidence, the traits they themselves wish to have as teachers, and their confidence level at this point.

This first interview was conducted with all eight subjects before the third class, and in most cases before the second class had taken place. After the interview the tape was transcribed by a professional transcriptor from a service that specializes in university, film and television transcription work for the department of Educational Psychology and both provincial and federal governments. These transcribed notes were read by the researcher before the next interview.

From this point on, student teachers were exposed to the influences of content, peers, university instructors and various teaching delivery methods. At mid-point in the term, the second interview took place to track and record any changes and influences in perceived levels of self-confidence as a result of factors the subjects could identify. The opening question for the interview was a broad and open-ended question: Can you identify any factors or influences that have increased your perceived level of self-confidence from the last interview? The subjects then responded by answering the question with instances and factors. After the response the researcher then probed further into the answers to encourage the subjects to clarify how the event or action identified raised their perceived level of self-confidence. When the subjects of the study finished responding, the initial question was reiterated: were there any more factors, either inside or outside of class and university, that raised their perceived level of self-confidence? Again, clarification

was sought if they were unclear in their response. At the end of the interview they were asked if there was anything they wished to add. The same process of transcription and reading of the transcribed notes took place after each interview.

At the end of the ED. C.I. 352 course, a third interview took place asking the same questions, but this time questions about the approaching ED. PR. 353 were introduced to get a base sample of their feelings of self-confidence on the eve of the practicum.

During the second week of the practicum placement the researcher contacted the school, introduced himself and asked for permission (and a specific time) to interview the student and cooperating teacher. The purpose of the interview was to continue to gather data on perceived levels of self-confidence. In this fourth interview the subjects were also asked to comment upon factors they had previously mentioned and to assess their influence now that they had begun student teaching.

Interviews with the cooperating teachers verified that student teachers did indeed show increased confidence as classroom teachers. The cooperating teachers also identified factors that increased the perceived level of self-confidence in their student teachers. This confirmation of the subjects' own observations provided validation of their statements. The tapes were transcribed as previously described.

Two weeks after the completion of the practicum, the subjects were again interviewed to confirm how they felt about their level of self-confidence after having had time to reflect upon their experience. This fifth and final interview took two forms. A group of four subjects

was interviewed by the researcher in a television studio with both audio and video being recorded. A second form of the interview involved individual subjects who could not make the television interview. Two subjects were unable to make either time, as they left for the summer.

The major focus of these interviews was a recapitulation of the factors and influences that they felt increased their level of self-confidence. At this time the subjects were asked about the influence of the study itself: Was it a factor or influence and if so, how?

After a further four weeks the subjects and cooperating teachers had the opportunity to verify the accuracy of the transcriptions and delete what they wished from their statements.

Treatment of the Data

Following the data gathering stage, the researcher reread all the transcribed materials and journals. The pilot group transcripts and journals were also read to determine if the information was different from the study group. During the reading of the individual transcripts and journals, notes were taken regarding any factors and influences that seemed to be frequently mentioned. A general overview of the material was the objective of this first reading of the raw data.

The second reading of the data was to determine the codes that would be used to classify the material. The headings for the codes were taken from key words that the subjects used in identifying factors that increased the perceived levels of self-confidence. As the researcher read the data, the various factors and influences were

noted from each "unit of analysis as a sentence or a multisentence chunk" (Miles and Huberman, 1984). They were then classified into broad categories that indicated where they had occurred for the subjects in the study -- for example, in their micro-teaching, in conference with their co-operating teacher, and so on -- and further categorized as relating to one of the two courses in which they were involved. Letter codes of three to five letters were assigned, for ease of coding and retrieval. Was the perceived level of self-confidence raised as a result of a compliment, critique or a positive reinforcement of actions they displayed in a Micro lesson? These were the situations or occurrences that were given codes.

The third reading of the study data was for the actual coding of the data into the various categories or occurrences identified. It was at this time that the researcher checked the coding process for accuracy. Because only one person was doing the coding, subjects were coded multiple times from new printouts of the transcribed materials. Two sets of codes were then compared and the total number of discrepancies was compared with the total occurrence of codes to determine the percentage of accuracy in coding. When the percentage reached ninety percent the researcher proceeded with the coding process. Miles and Huberman (1984) recommend 80 percent. This analysis of the coding was only done until ninety percent was reached and then random spot checks were performed during later analysis and coding.

Once the coding was completed, the coded information was sorted on a Macintosh Plus computer using Microsoft Word and "cut and paste" techniques. All the similar codes and occurrences for each

subject were assembled into printouts under the broad headings established in the coding process. The transcribed information, complete with codes, was then reread and all occurrences of each code were then cut and pasted into a total for all of the subjects of the study. When this was completed, the number of occurrences of each code could be tallied, and could also be sub-totalled for each subject.

The researcher then went through the total occurrences and noted the number of subjects who mentioned one of the factors that increased perceived levels of self-confidence. A decision was made to report all factors, and to list them in order from the most to the least frequently mentioned. This ranking is not to imply importance but only to indicate frequency of occurrence.

Once the factors were reported and sorted, the researcher began to look for connections between factors identified in ED. C.I. 352 that increase perceived levels of self-confidence and those that emerged in the student teaching experience (ED.PR. 353). Influences from outside these experiences were also treated in a similar manner. All of the factors then became the basis for recommendations on how perceived levels of self-confidence might be increased in the student teachers involved in the ED. C.I. 352 and ED. PR. 353.

Quality of the Research Design

In discussing the perceived levels of self-confidence in the subjects of the study, the question of who can evaluate such an increase needed to be addressed. The Faculty of Education is on record as considering the cooperating teacher to be a source of data on this matter, since it is one of the components on which it requires

the cooperating teacher to report. Cooperating teachers were therefore interviewed to assess changes in their student teachers' levels of perceived self-confidence, as indicated both through direct observation and reporting of conversations and statements made during the practicum. Influences from outside the practicum that increase the perceived levels of self-confidence were reported by a focused open interview process between the subjects and the researcher, and through the journals kept by the subjects over the 14 weeks of the study. The subjects of the study were thought likely to provide the most accurate reporting of factors that involved themselves, because of the first-hand nature of the information. The use of these three data sources establishes multiple sources of evidence and increases the construct validity of the report (Yin, p.42, 1989).

Throughout the duration of the study, the subjects were allowed to review their statements for accuracy and editing. At the conclusion of the study a draft report was presented to the six subjects and the two pilot subjects for review and input on the conclusions and recommendations. This review by the subjects involved in the data collection validates correct reporting of the facts and conclusions of the study prior to the final report and increases the construct validity of the report (Yin, 1989, p. 42).

The identification of any relationships are revealed by an in-site comparison and a cross-site comparison over the course of the study (14 weeks). The multiple sources of evidence established the chain of evidence, and the matching of patterns over the fourteen weeks time established "internal validity" (Yin, 1984, p. 36).

In establishing external validity, qualities of the six subjects should be examined. All of the subjects had only the course curriculum in common and similar genders; otherwise, they represented environments and situations that might occur in some teacher education experiences. The data collected from these subjects was compared to form and establish a theory suggesting some factors that increase the perceived levels of self-confidence in students enrolled in ED.C.I. 352 and ED.PR. 353. It should be noted at this time that the exploratory nature of the study necessitated the reporting of all occurrences of factors pertinent to the case. Yin reports that "if two or more cases are shown to support the same theory then replication may be claimed" (Yin, 1989, p. 38) in the process of analytic generalization. The major factors that increase perceived levels of self-confidence and are the basis for the conclusions and recommendations are those reported by five subjects (cases) or more. This establishes generalization, the second factor reported by Yin (Yin, 1989, p. 44) needed to establish external validity in the study.

The availability of the teacher education courses and subjects for the study, methods of collection of data, and the method of building the theory can be replicated in follow up case studies. The ability to replicate the study is the main requirement cited by Yin (Yin, 1989, p. 45) for the establishment of reliability in a study.

Yin (Yin, 1989, p. 40) indicates that exploratory studies, because of their very nature, need not provide internal validity. The procedures outlined above demonstrate construct and external validity, as well as reliability. These are the three applicable tests

cited by Yin (Yin, 1989, p. 40) that establish the quality of a research design for a case study. Thus the design established by this researcher can be considered acceptable.

Ethical Considerations for the Study

1. All names of persons, schools, and school boards will be kept confidential by means of fictitious identities and locations. The real identities and locations were kept in a bank safety deposit box rented by the researcher.
2. All participants were fully informed about how and what the study was examining.
3. All participants had the right to withdraw from the study at any time.
4. All participants had the right to review and strike any statements from the record.
5. Participants had the right to decline to answer questions.
6. All necessary permission was obtained for proper entry into the schools and classrooms.
7. All the subjects agreed with the researcher's choice of code names to insure anonymity.

Summary

The selection of the sample group was intended to produce a representative group of student teachers. A pilot group (one male/one female) was established to verify and practice questions and research procedures. The study group of three males and three females and the pilot group were interviewed and asked to keep diaries of thoughts and ideas that came up between the interviews. The subjects were interviewed on five occasions during the fourteen week period of the study. The interviews used open-ended questions on the general topic of perceived levels self-confidence. These questions were used as the introduction for conversations about factors the subjects could identify that increased the perceived levels of self-confidence. The student teachers were interviewed three times while they were in the Curriculum and Instruction course, once during and once at the end of the student teaching practicum. Two weeks after the end of the practicum, they were interviewed for the last time and reflected on the whole process and the impact of the study on their perceived levels of self-confidence.

The cooperating teachers of the subjects were interviewed once and verified that the subjects did increase in self-confidence by the end of the practicum. Additional data was provided by the cooperating teachers regarding possible bases for this change. This data was reported in the interviews in the final days of the practicum experience.

The students were requested to keep a journal throughout the study. The journals provided data regarding the increase in perceived levels of self-confidence for time periods when they were not under direct observation or in an interview situation.

The three sources of data were then read and analyzed to provide the headings and categories under which the data could be organized and reported. The data collected from the individual subjects of the study was then compared with the data of all the subjects in the study to provide a list of possible factors responsible for increased perceived levels of self-confidence. These factors were then reported in the descending numerical order of their occurrence under the broad headings that emerged during the second reading of the total data.

Occurrence of any factor five or more times resulted in its being used as part of the basis for reporting of the conclusions and recommendations of the study.

Chapter 4

Research Findings

The Subjects Of The Study

The study group consisted of three female and three male subjects. All of the subjects reported no previous secondary or post secondary teaching experience. The following data is what was reported and what came out of the interviews that will give readers of this report a profile of the subjects involved in the study.

Karen N. The youngest participant in the study (19 years) who lives at home in a middle class neighborhood in the city that the study takes place. She is a Drama major with an English minor and did her student teaching in a school that had a significant student population of single parent, lower income families. The subjects she taught were computers, social studies and extra curricular yearbook work. Her Cooperating Teacher was the Counselor for the school and a teacher of less then ten years experience. Karen is characterized by the researcher as being quiet, reflective, and very conscious of her age in relation to the students in the junior high where she taught. Karen kept the best journal.

Kathy I. An English major with her minor being in Physical Education, she comes from a split family. Her mother remarried and has begun a second family with her new husband. Kathy was moved from the city when the split and remarriage took place and home is currently in a rural environment. She maintains an apartment near the university and goes home on holidays if the

family needs help on the farm. The researcher characterizes Kathy as quiet and shy but able to relate to persons after a period of adjustment time. She is also a person who takes risks and is 20 years of age and mature. Kathy went to a junior college first and then transferred to the University of Alberta so that she could adapt slowly to the university environment and large numbers of people in classes.

Karen S. At 23 years of age Karen came from a rural area of Alberta that is characterized by her as being a white town with only one non-white family. Karen worked in the bar in the town which serviced oil workers from the surrounding area. She went to a junior college and transferred to the university in her second year. The researcher characterizes Karen as being a pretty, confident, energetic, and a bit random or abstract in her behavior and thinking. She is the most worldly of the group with "street smarts" and experience. Karen also had a bias that all school should be practical in orientation and less theoretical. Her major area of specialization is English; social studies and media are her minors. She student taught in a junior high school noted for not having behavior problems in the social studies area.

Rod C. A 23 year old transfer student from Saskatchewan, Rod comes from a rural background. He was actively involved in football and is a very big man who is very physical in appearance and voice. Rod had a bias similar to Karen R. and talked about it at great length in the interviews. He was the only subject in the study with a major in Atypical Adolescence and

taught in an inner city junior high school. The researcher would characterize Rod as being a confident, honest person who really wanted to find out if he could be a teacher and make a difference in the type of student he wanted to instruct.

Duane I. The oldest person in the study group (24 years) and married to a graduate nurse, Duane is a Physical Education major, Social Studies minor and at one time was a ranked athlete in Canada. He began his university education in another faculty and transferred to the Faculty of Education because of interest and lack of success in the other faculty. He is currently enjoying academic success in the ED.C.I. 352 class that has a large number of Physical Education majors that he associates with at university. Duane is characterized by the researcher as being tall, gentle, sensitive and caring. He spoke and reflected carefully on all matters and questions asked. The junior high school he taught in was located outside of the city in a bedroom community and was noted for having little or no problems with students.

Dwayne X. A Physical Sciences major and a Mathematics minor, Dwayne student taught in Mathematics in the rural community in which he grew up. The junior high school he taught in was of a different religious system from the one he attended and was also noted as a school without serious behavior problems. Dwayne can be characterized by the researcher as being energetic, very active, alert and having a good sense of humor. He always did well academically in school and continues to do so in university.

The subjects in the study that formed the pilot group were 1m/1f and they will not be profiled. They were similar in description to the above group and taught in junior high schools in their minor areas of specialization.

Introduction To Classification Headings

The eight subjects involved in the study came from a variety of backgrounds that provided a cross-section of students from the University of Alberta Teacher Education program. The subjects talked freely and openly in the interviews; their journals reflected an honest reporting of their fears and feelings during the time the study was in progress.

Subjects were seldom unanimous in their identification of factors that increased perceived levels of self-confidence, and frequently, particular factors were only identified once. Since this study was to identify any factors perceived by student teachers to increase their level of self-confidence, all single and multiple occurrences were reported.

The first interview required the student teachers to identify their impressions of former teachers, the traits they would like to have as a teacher, and their expectations of the courses they were about to take. The first question focused upon traits of former teachers that had a significant impact upon them. This information is reported under the title Ideal Traits of Teachers.

In a follow up question, the student teachers were asked ideal teacher traits they hoped to possess. The data from this question is presented in the section entitled Ideal Traits.

Questions regarding what they expected the course to contain and do for them formed an additional section of data. This section is presented in a section entitled Course Expectations.

In the remaining interviews the student teachers were asked a standard question focusing upon factors or influences that had increased their perceived levels of self-confidence. This was the opening question in the second to fifth interviews and resulted in data that was classified under the following sections or headings: data from ED. C.I. 352 was classified as Student Confidence Builders in the Course (S.C.B.C.); Student Confidence Builders at the University (S.C.B.U.), and Student Confidence Builders Outside of University and course work (S.C.B.O.) are parallel headings. Data from interviews that happened during and after the ED. PR. 353 course was classified in similar fashion. Influences that came from the actual practicum experience were classified as Practicum Confidence Builders in the Course (P.C.B.C.). The factors from outside the course were classified as Practicum Confidence Builders in the Field, Outside the course (P.C.B.F.O.) The only other broad information classification was the effect the study had on their perceived self-confidence level (Study Effect). These main classifications form the framework for the reporting of the data of this study.

Former Teacher Traits

The study group reported the traits of former teachers who had a significant effect upon them in the years they were students. The heading that they are reported under came from the words or key phrases they used during the interview.

The ideal trait reported most often was that teachers related to their students; they were approachable, open, willing to help. This typical characteristic is described by Kathy I.:

> He was an intern teacher and he could just relate to the students so well and they could relate to him. He never had a problem with discipline in the class. He would just have to look up and there would be silence. (Kathy I.)

Also reported with slightly less frequency was the belief that both a sense of humor and expertise in content of made previous teachers significant to these subjects. They reported that the teachers

> ...had a good understanding and background in the subject, they were confident in what they were talking about, and the knowledge certainly came through in class.

The subjects of the study also reported that the best teachers were those with a sense of humor, who could joke around with the students.

Other traits mentioned about teachers that were significant to the student teachers involved in the study included the ability to get respect without fear, involvement with the students, adult treatment of the students, good discipline in class, and their evident enjoyment of teaching. Traits that were noted by only one subject included that these teachers were relaxed, used multiple media and effective

methods of instruction and made the class interesting for the students. The above mentioned traits were all reported as being significant in the makeup of a teacher who had an impact on the student teacher in his/her school history. Subjects tended to focus upon the secondary school years in answering this question.

Abilities, Traits and Conditions They Would Like to Have as a Teacher.

The student teachers reported "respect of the students" as the most important condition they would like to have as a teacher. They seemed to place great faith in being "a leader and someone the students could look up to" (Karen N.) when they teach. Minor points were to have fun, have a sense of humor, be approachable, organized and creative in the teaching styles used in the classroom. Minor conditions were patience with students and to present a professional image during instructional hours.

Course expectations

The third question had to do with what the student teacher thought would be presented in the class. It was hypothesized that if the course met all the preconceived needs of the subjects then this may be a factor in increasing perceived levels of self-confidence. The resulting data showed that the potential student teachers thought the course would give them practice in teaching with methods that are known to work and would provide practical methods of instruction in various situations that may appear later in the practicum portion of the year. They expected to get practice in teaching their peers because the more practice and familiarity they gained with their own

mannerisms and methods, the better they would be at teaching. Other significant expectations for the course had to do with classroom management and how to deal with specific discipline problems. In these expectations the potential student teachers wanted practical solutions to problems that would occur. They also wanted the course to inform them about what would happen in the practicum portion of the course work. They wanted to remove the unknowns in the practicum and to be better able to react to situations that they would encounter. They anticipated that this would happen through discussion in the classroom with current experts from the teaching profession. Additional expectations noted were development of confidence, exploration of lesson planning, development of questioning strategies and techniques, and receiving positive feedback to improve self-confidence. These expectations were reported after at least one class in the ED. C.I. 352 had been completed and all of the students had received an outline of the course and practicum booklet.

Factors Increasing Self-Confidence in Education Curriculum and Instruction 352

In the first interview, all subjects were asked about their confidence level. They all reported a low level of self-confidence with the exception of one subject who reported that he was a confident person and felt a measure of confidence that equalled about a "50% level" (Rod C.). In each of the following interview sessions, all subjects reported an increase in their level of self-confidence. They were asked what factors contributed to this increase. In the three journals

that were kept with accuracy and regularity the subjects also reported an increase of self-confidence and related the situations and factors they felt were responsible.

The cooperating teachers reported in the interview (at the end of the student teaching experience) that the student teachers began their practicum with little self-confidence. However, they further reported an increase in self-confidence during the student teaching experience. In certain situations, the student teacher actually made a significant increase, and the cooperating teachers described the event(s) or factor(s) they thought caused it.

The six subjects of the study identified many factors particular to the ED. C. I. 352 course of instruction that increased their perceived level of self-confidence. The number of subjects mentioning these factors ranges from all six to only one. All such mentions are listed in descending numerical order.

Micro Teaching and Micro Discussion

The subjects of the study all agree that the Micro Teaching lessons are one of the most valuable factors in increasing self-confidence in the ED.C.I. 352 course. The reported reasons for this appear to focus upon two related points. The subjects felt an increase in self-confidence as a result of the Micro Discussion after the Micro Lesson, and consider it important enough to mention it separately.

> I would have to say having the discussion after really helped me out. ...But when we talked about it after my prof would say you did this or you shouldn't have kept the overhead on and it was still fresh in your mind....The other

> students would build you up. ...Well, maybe I am a teacher. (Rod C.)

Another subject went even further in the separation of the two areas when she reported the following

> But more than anything, what helps more than my micro teaching, is the discussions after the micro teaching with our peers and with our instructor. They give feedback as to your strengths and weaknesses and you do the same and it's done in good humor and it's really comfortable That's what helps me more than the actual teaching...It really helps you. It's really nice to hear praise and it's nice to hear someone say you're getting more comfortable in front or you've made it a long way. Even the bad points, they don't drown your self- confidence because they're things that are going to help you and they're often things that you've known, but they need to be pointed out. (Kathy I)

The actual Micro Lessons also increased self-confidence because of the repetitive nature of the exercise.

> It's just like public speaking. The more you do it the better you get. The more they put us up there the better I felt, the more confident and it helped. If I did it every day I would feel again more confident when I was up there in front again. (Rod C.)

The other aspect mentioned was that the situation of teaching became more familiar and "in every situation you know, I think you gain a bit more confidence" (Karen N.).

One of the subjects reported that the video tape playback and analysis from the micro lesson helped produce a gain in self-confidence because of the things he'd say and his realization that his presentation mirrored his idea of teacher behavior.

> You kind of go, 'I kind of look like a teacher up there'. And then it hits you, I do look like a teacher. The way you're talking and just the way you move. You start seeing facets of your old teachers coming out. You go, "well I didn't know I did that" and I think that's one of the things that really sort of boosted the confidence. I really do look like a teacher up there. (Dwayne X.)

In a later interview the subjects reflected further as to what increased their self-confidence, and considered what components within the Micro Teaching were important. "The micro teaching for sure. To have the experience of getting up there and preparing a lesson, getting in front of a group of people, teaching it and seeing how it goes." (Dwayne X.)

Micro teaching and discussion were reported to be very important in raising the level of self-confidence because of the repeated practice of an unknown act (teaching) that presented the opportunity for positive and negative feedback of the subject's first attempts at lesson design and implementation. The additional opportunity to review the lesson on video tape also allowed the subjects to confirm and examine their demonstrated style of instruction. The discussion following the micro lesson also helped increase the level. All subjects reported gains in self-confidence because of the above factors.

Interactive Video Discs

> We did the classroom management simulation on the video disc. We don't tend to take things too seriously, but today I wanted to be serious and I was always wanting to take the one

> (choice or decision point in the disc program) that I felt was the best. Most of the time they'd [fellow classmates] agree but then we started to horse around and we started doing the ones that would get us deeper and deeper into trouble [in the teaching scenario]. In a way that's good because you see I better not do that again . So that was one of the main things. We've had other plans on or discussions about classroom climate and what kind of climate we'd prefer, how can we create that climate as a teacher..... I think it [the video disc] presented the situations that we've all seen in classes from the teacher's point of view and it really brings to the forefront, the situations that are going to happen a lot that we're going to have to deal with. We maybe didn't realize whether or not we'd have to deal with it. It never really occurred to me what I'd do if a kid came in late. I never really thought about it until today. It [video disc] puts you in the situation where you know that if you actually screw up, you're not really in big trouble. But if you just discuss something it's really easy to be quite flippant about it and say well I'd just do this. Then suddenly there's this face, even though it's coming at you from the monitor, it has expressions. The student is going to have feelings and they are going to respond to you. Suddenly you can't really be so off the cuff. You have to really think about what you're going to do. (Dwayne X.)

The above comment reflects the impact the Interactive Video Disc had upon the students in the ED C.I. 352 course. The disc raised the self-confidence level of the subjects because it simulates realistic situations, and reacts rapidly with questions and choices about management situations that teachers could face in a classroom. Portrayal of situations from the teacher's point of view also increased self-confidence:

> We made decisions and as a result of those decisions that we made something else happened. It was like it was our classroom. It wasn't just a classroom. It wasn't a classroom that we were a student in. It was taken from the point of view that we were the teacher and that was our class. (Karen N.)

The questions and answers built into the various scenarios provide instant reactions which simulate the realistic situation. After the simulation response, feedback from a moderator is given according to the response. These combined to raise self-confidence levels in the subjects. When asked to explain, a subject replied

> It's an example of what can happen in classrooms given different circumstances. It makes you more aware of what can happen as a result of your actions. ...You see the results of what your actions are. It's easy to say, well I think I'd do this in this situation, but when you see the responses you're kind of put in a different situation. ...But at least you have a little bit of experience in the back of your mind that you've done a decision like this before. ....A degree of practice if you want to call it that just in dealing with a situation in the classroom....They're common situations and you have to learn to deal with them and you might as well start to understand how to deal with them in a controlled situation where you know you're not going to lose face. (Dwayne X.)

The subjects reported that the Interactive Video Disc and its related programs raised their level of self-confidence as a result of presenting realistic teaching situations that the student teachers saw from the teacher's point of view. They were given plausible choices that they discussed and selected which caused the program to give reactions and feedback. This was their first experience with making teaching decisions and they felt safe in that students and student

teachers would not "lose face". (Dwayne X.) It also provided the student teachers with possible alternatives that they could employ later in the ED. PR. 353. They reported that this prior experience, realistic simulation, possible suggestions for solving problems, and informed feedback all helped to raise their perceived level of self-confidence for approaching subsequent teaching tasks.

Interaction with Other Students

Less importance was placed upon the impact of the classmates of the potential student teachers. They raised levels of self-confidence through discussion because they increased the actual pool of suggestions, knowledge, and reasons for actions in different teaching situations that the group may face.

> I've got more confidence and that's not from any practice being with them. Just from talking to the people in the class and those video discs. Really thinking about what I would do, and I feel I can put myself in their place a little bit better now than I probably could have before. (Karen S..)

The discussion appeared to have increased the reflection and pool of knowledge in the potential student teachers prior to the practicum. The discussion also allowed the subjects to relate personal fears regarding teaching.

> When we had those sessions [question and answer], we were able to hear what everyone else was thinking. Seeing sometimes that they're [peers] going through the same weaknesses or fear that you are. Hearing about how different people solve different problems with their peer teaching or with how they become more

confident. That really helped me a lot. (Group Interview.)

The Professor

The professors also provided a role model, allowing the student teachers to learn "by example too, by watching them". (Dwayne X.) The professor "kept telling us how to act like a teacher" (Rod C.) and "offering good suggestions. I actually came up with a suggestion and then they reinforced it. They're sitting there watching to see what little mistakes you do and offer suggestions as to how you can fix it". (Dwayne X.)

University Courses

The subjects reported that both class discussion of classroom management and guest speakers helped increase their self-confidence. Rod C. stated that he would "be a little better prepared in that area [as a result of the class curriculum]". The potential student teachers said that they would be less shocked if students challenged them and better prepared with alternatives as a result of information from guest speakers and the curriculum presented in the course.

Feedback

When various groups or individuals gave feedback to the subjects of the study, they experienced increased self-confidence. The feedback ranged from written comments from the professor after the micro lessons to verbal feedback from peers at different times during the course work. Students "knew we were progressing and learning something" (Group Interview) when it was received, and it

"showed me the good qualities I have as a teacher and what I could work on". (Karen N.) In these ways, feedback increased the perceived levels of self-confidence in the subjects.

Practical Suggestions

> One of the professors had a guest speaker present to the class a list of practical suggestions for Social Studies. One of the Social Studies minor subjects reported in the study that he gave us a four page handout that was just full of ideas that he used over the years. Every idea on all four sheets he went over and gave us a little anecdote of what he had done with that lesson. It was a two hour lecture and it was probably just the best thing that happened since January. It was really informative. It gave me an awful lot of different ideas that I had not even dreamed of doing with a Social Studies class. That was really good. He was really really good. (Duane I.)

Another subject reported that "what I really felt helped me the most is when he [the professor] gave us concrete examples of something that could happen and something that we could do about it". (Rod C.) When practical examples or lists of suggestions that helped solve problems were given, the subjects reported an increase in perceived levels of self-confidence.

Impromptu Speeches

Different professors varied in their implementation of the curriculum; only two included an impromptu speaking component. The subjects involved in these classes all reported this as a factor they felt increased their self-confidence. As a result, the researcher

considers it to be more important then any of the remaining factors. The benefit is reflected in statements from Kathy I.;

> The more public speaking I did, the more self-confident I became. I hate getting up in front of my peers because I think they know more than me. But the impromptu speaking, is just your gestures and everything. Your learning more about how to deal with yourself in front of people and in front of your class. You don't notice that you do something or you say 'um' fifteen times. But it's really helped me. (Kathy I)

The subjects reported an increase in perceived levels of self-confidence as a result of the impromptu speeches giving them experience in front of a class.

Lesson Plans

Subjects in the study reported that the introduction and application of lesson plans increased their perceived levels of self-confidence. It was reported that

> The more you plan and spend time with the subject, the more you get used to it. I go into my lessons fully confident that I know the material, that nothing anybody can ask me will stump me and I don't even have to look at my lesson plan because I've gone over it so much and I've got the confidence level up. (Duane I)

Another student realized that "while I was doing this work [making lesson plans] that it was actually getting me ahead. I was starting to feel like a teacher" (Dwayne X). This increased his perceived levels of self-confidence.

Questioning

Subjects in the study mentioned that instruction in the use of questioning did raise their perceived level of self-confidence but could not elaborate as to how it did so. When factors that increased the perceived levels of self-confidence were asked for in an open question in the interviews, this subject was always mentioned. The following comment may give the only insight as to why the perceived self-confidence level was raised.

> It helped me that I knew I could redirect students' thinking or their approach to a question or a problem. I could redirect it to a point where they were heading in the right direction or the direction at least that I wanted them to go. So that helped definitely. (Dwayne X.)

It appears, then, that the ability of the subjects in the study to question effectively caused an increase in perceived levels of self-confidence.

Minor Mentions of Factors That Increase Perceived Levels Of Self-Confidence.

In the following sections, the factors identified as increasing perceived levels of self-confidence are all minor, in that they are mentioned by one or two subjects only. While they do not contain the commonality that is seen in the previous sections, they will be reported and commented upon because of the small sample size involved in the study.

Discussion in the class lecture.

The important thread in the classroom discussions is not that they happened and the students gained self-confidence, but that when they talked they discovered something in common with the rest of the class.

> I think interacting with the other students did help with your confidence because you see what they're going through and you get different people's experiences. As you talk with people and do more practical things, more public speaking, I became more confident. (Kathy I.)

The students discovered they all had some of the same fears but that they also had experiences and solutions to some of the problems they faced in the student teaching practicum. When this was discovered and exploited the perceived level of self-confidence rose.

Knowing what lies ahead.

The subjects reported that they had very little idea of what to expect in the practicum round. They had the outlines and expectations that were supplied by the Department of Secondary Education, but they still felt that they needed to know more about what lay ahead before they experienced the practicum. In talking of a specific instructional class that raised the perceived levels of self-confidence, one of the subjects of the study said:

> we went over our practicum handout because that's our guide and most people will probably not look at it again. So to go over it in class is good because the professor picks out what he feels is important. We pick out what we feel is important and then we can discuss, argue and

> get out of it what you want in the end. (Kathy I.)

This questioning and answering about the unknown practicum appears to have raised perceived levels of self-confidence.

Teaching in the major or area of expertise.

Some of the subjects reported that the level of self-confidence was increased when they were able to do the micro teaching in an area of their expertise. One subject reported feeling "really comfortable up there. Course I was talking about a subject that was really really familiar to me and something that I really liked to do. So that helped [increase the perceived level of self-confidence]".(Dwayne X.).

Completion of the course.

Subjects reported that the completion of the course increased their perceived levels of self-confidence because they thought they now had more knowledge about how to handle the practicum experience. The micro lessons and instructions gave them the basic background to help them when they got into the practicum. The end of the course of studies in ED. C.I. 352 seemed to act as a signal to them that they were ready to teach and this helped increase their perceived levels of self-confidence.

Individual Mentions of Factors That Increase Self-Confidence

Having fun doing teacher associated tasks.

Dwayne X . reported that his level of self confidence rose when he "realized with shock before mid-terms that I was going to enjoy doing some of this stuff" (Dwayne X.). The daily requirements of lesson planning and the organization of material for the lesson was actually pleasant for him.

Realization of self as teacher.

One of the subjects reported in an interview that when he realized he was doing tasks that he associated with past teachers, and using new information gathered from the ED. C.I. 352 course concerning what teachers should do, he experienced an increase in perceived levels of self-confidence. The process of doing the tasks was gradual but the realization was very sudden to the study subject.

Newspaper article.

An article was printed in a local newspaper about the positive impact that a former teacher had had upon a person's life. One of the subjects of the study read the article and was very impressed with the amount of influence teachers can have on students. This article and the realization of the positive impact that the teaching profession can have on students caused the subject of the study to feel an increase in perceived levels of self-confidence.

Imaging yourself as a teacher.

"They told us every day, every morning, get up and tell yourself that you're a teacher. Every night tell yourself that you're a teacher. And it works, it helps. I really had to start thinking of myself as a teacher" (Rod C.). The subject reported that with this imaging, his the perceived level of self-confidence increased because he had erased any doubts about really being a teacher.

Teaching style that is yours.

One of the subjects identified with one particular style;

> where there's any kind of teacher-centered approach, where you're drawing more out of the students and kind of drawing them along. I have a lot more confidence in that than the true stand up take note kind of thing. (Duane I.)

With the recognition of a style that fits him, the subject reported an increase in self-confidence in the style and in himself.

Non threatening atmosphere.

The professor in one section set up situations where the students had to figure out the answers to problems. The answers were discussed and students found that there were no really right or wrong answers to the questions, that they could voice opinion and logic in reply to the question. The ease with which they found they could interact in the classroom environment and not feel wrong, increased their perceived levels of self-confidence.

Self-Confidence Building Factors Outside of the University

The time that student teachers spend in the classroom is not the only time when they may discuss teaching or experience influences that increase perceived levels of self-confidence. During the course of the interviews the subjects were asked if there were any outside factors that increased their perceived level of self-confidence. Most responses were unique, with few being mentioned by more then one subject.

Hearing others' experiences.

Two subjects reported that the chance to communicate with other classmates outside of the classroom environment had an impact upon their perceived level of self-confidence. "We went out for a drink after class...The opportunity to be able to discuss anything with classmates really helped to build up self-confidence" (Journal of Karen N.).

Outside teaching experiences.

Two subjects reported the impact of outside teaching experiences in helping increase perceived levels of self-confidence. Kathy I. worked in an elementary grade 3 after school program and "definitely realized I did not want to be in elementary school. I like kids that know how to tie their own shoes. That really boosted my confidence to know that I was in the right place, that I was going the right route" (Kathy I.).

As a result of outside, non-required teaching experience, the confidence level increased because the subjects knew they were in the correct placement and age group.

Talking to other teachers.

Student teachers were often in contact with other teachers from the home town, family, or places where they went to school during the ED.C.I. instructional time at university. Karen S. states "another thing that's made me confident is talking to other teachers, not here at this school... Just talking to them and asking the real things that I want to find out has really helped a lot" (Karen S.). It appears that the ability to find answers to practical questions increased the perceived levels of self-confidence.

Encouragement from friends.

A student teacher reported conversations with her friend about the anxiety and the uncertainty of whether she would be a good teacher and if the students would like her. The friend replied "your kids will love you...This is a real confidence builder [hearing this from people]" (Journal of Karen N.).

Single Mentions of Factors that Increase Self-Confidence Outside Of The University

The subjects of the study mentioned many factors that increased their perceived levels of self-confidence. The following factors were mentioned by only one subject each.

Outside social activities.

One subject said that going for a beer after work allowed her to see that she was a lot like the other teachers on the staff. These

situations allowed the sharing of experiences and developed friendships outside of the normal teaching hours and situation.

Interaction with other section student teachers.

The subject would talk to students in the other sections and swap lesson plans, talk about what they did and how the class was going for them. This information on the other classes helped increase the perceived levels of self-confidence.

Spouse.

The one subject who was married reported that his spouse increased his perceived levels of self-confidence through positive criticism and feedback of the subject matter for the next day's class. The spouse would ask questions about material and plans and provide positive feedback when the subject thought that what he did was not very good.

Increase your own self-confidence level.

One subject went through a talk to himself that laid out the facts of his ability and convinced himself that he was good and capable of doing the teaching tasks required in the course.

Outside research.

The subject was to teach a lesson in the micro teaching and felt she did not have the mastery of the content necessary for the lesson. She then did further research, and reported an increase in perceived level of self-confidence when it was completed.

Remembering interest in the student.

During the time when the class was being taught and when one of the subjects had a perception of a low level of self-confidence she reminded herself that she was interested and genuinely liked the students she would teach in the future. This realization increased her perceived levels of self-confidence.

Seeing poor instruction modeled in courses outside of education.

The level and method of instruction demonstrated outside of the Faculty of Education by some of the professors caused one of the subjects to remark that she could instruct much better then that if she was allowed to teach. The realization that she thought she was better then some of these professors and that she could see instructional problems and knew the way to improve the instruction caused an increase in the perception of levels of self-confidence.

Age.

The youngest of the subjects related that she thought as she grew older, perception of self-confidence would increase because of having more varied experiences and a change in her personality.

Interaction with a relative in high school.

One of the subjects in the study reported that her relationship with her sister changed because she began to see the complaints her sister had about teachers from the teacher point of view rather then

the sister's point of view. The realization that she now thought and defended the actions of teachers increase her perceived levels of self-confidence.

Outside successes.

After being accepted for a role in a play outside of the regular course of instruction, one of the subjects report an increase in her perceived level of self-confidence. The fact that she scored this success caused to her feel more positive about the future that she would have in the student teaching experience.

Factors From the University that Increase Perceived Levels of Self-Confidence

The subjects reported other factors that increased perceived levels of self-confidence that came from the actual university classroom environment. These factors were important to the majority of the group

Getting teaching knowledge by modelling.

The majority of the subjects reported that the instructors in the Department of Secondary Education influenced their perceived levels of self-confidence by giving models of instruction and techniques in teaching. It was reported by one of the subjects that their specialization major was modelled and it gave

> me the chance to find out how it has been taught and different ways of teaching material in social studies. That gives you a little bit of a background and you've got some background

> to fall back on and you've got some confidence behind you. You've got a variety of things to choose from, whereas if you went out without that knowledge I'd be a lot more uptight about what's going on. (Duane I.)

The implication is that the content and techniques taught and modelled by the Education professors increase the potential student teachers' repertoire of instructional choices and perceived levels of self-confidence.

Other education classes.

Subjects reported that ED. C. I. and ED. Media classes helped the student teacher to increase perceived levels of self-confidence with regard to the mastery of the content and the design and implementation of lessons in the future. These courses provide a foundation and a place to practice the teaching process.

Knowing jobs are available

During one of the periods of time between the first and second interview one of the subjects attended a forum on job hunting in education. Participants were informed that they can realistically expect that there would be jobs for graduating students. Upon hearing this, the subject felt an increase in perceived levels of self-confidence,believing that he would be able to apply what he learned, sincethere is a very good chance of getting a job.

Practicum Factors that Increase Perceived Levels of Self-Confidence

The fourth interview of the subjects took place during the last three days of the student teachers' practicum experience. These

interviews produced the following data relative to the factors mentioned by the subjects during these interviews. The factors will be reported in descending numerical order.

Major Factors in ED. PR. 353

Kids.

All of the student teachers in the study report an outstanding contribution made by junior high school students to increasing their perceived levels of self-confidence. "I think one of the things that boosted my self-confidence is the way that the students react {in a positive manner} to me," (Rod C.) and "getting to know the students personally really boosted my self confidence." (Rod C.) Learning the students' names and personalities, and establishing an understanding in the classroom were all reported as being influencial in increasing perceived levels of self-confidence.

> Approachability. That helps me to (increase my self-confidence) because I know they see me as [a person]. I can stand up there in front of them with a little bit more confidence because I know that they're not just going to treat me as a teacher, I can't talk to a teacher. They can come and talk to me. That helps, too. (Karen N.)

The view that they are a person in the eyes of the students seems to be as important as the fact that they are also a teacher. When the students begin to treat them as both a person and an instructor, the subjects feel an increase in perceived levels of self-confidence.

Callback.

All of the subjects reported that the callback was another influence that increased their perceived levels of self-confidence. Perhaps the best reflection by one of the members of the study was this one by Karen N.:

> I think it did [increase perceived levels of self-confidence] because it was nice, first of all, to get back on campus. I think that a change is important. I would like another one but I know we won't get one. It was nice to see all the students from my Ed C.I. class again. It's just nice to be among your peers because all the teachers here are older and all the students are younger and the only other person around who's the same age as me is the other student teacher. It's nice to get back with your peers and to be able to talk about similar situations that they might be in. Just being able to talk about and sharing your experiences with the students. Because I know that I'm not alone. I know that there are other students experiencing similar things to what I am. The different [experiences]ones I can use if it ever comes up and that helps me with my confidence because I know that if a situation comes up that somebody else has experienced and they've told me how they've handled it, it'll give me another perspective on how to handle it. (Karen N.)

This reflection of Karen N. is a representation of the factors that the other students reported as well. The contact offered by the callback to a familiar group of student teachers and former classmates from the ED. C. I. 352 course provided the group with a pooling of experiences and strategies that could be applied later when they return to the practicum experience. The subjects do not feel that they are alone or are the only ones having a "rough time" in the practicum experience. They seem to gather a perception of

increased self-confidence after they hear how others are handling situations and problems that have occurred. Also, to be around persons of their own age appeared to be important because the others on staff were older. Once the exchanges of information have occurred the subjects reflect on what they have heard and decide they are handling problems and situations in a similar manner. They also return with more strategies for situations they have verbalized to others in the class and have received input for possible solutions they can try upon their return to the practicum. This appeared to increase the perceived levels of self-confidence.

Cooperating teachers.

Not all of the subjects reported that the Cooperating Teacher was a factor in increasing their perceived levels of self-confidence, but those who did, reported it as being one of the more important factors in the practicum experience.

> I think the feedback from the cooperating teacher helped a lot ...I had confidence in my cooperating teacher's insight because of how she was able to watch me. The fact that she could say you did this well, or you have this quality about you that makes you suited to this type of teaching or whatever. It really raised my self-confidence because I had wondered if I was suitable as a special ed. teacher. She gave me the confidence to say that 'yes, you have some qualities that are ideal for this type of thing [teaching]', which I would never have known. So I felt very confident being told by someone I regarded very highly that I was going to make a very good teacher. (Group Interview)

The positive feedback based upon proper observations of the student teacher's lessons by a respected person was a factor. The proper selection of when to leave the student teacher alone with a class was reported as another factor. Some of the cooperating teachers opened resource files, became demonstration models in the classroom or team taught with the student teacher as a method of introduction to teaching until they were ready to be left alone with the class for short periods of time.

All the student teachers reported various methods of "being" a cooperating teacher, but what is important is that the cooperating teacher gave positive reinforcement and encouragement to the student teachers and were a source of support through the practicum experience.

Experience of teaching successful, multiple plans.

Linked to the previous factor of cooperating teachers is the point that the students were critiqued after each presentation of a plan and that through modification of the shortcomings indicated by the cooperating teacher, they discovered themselves in the plan. "In the actual practicum placement we used them [instructional methods] and you could practise them and develop them and polish them up to your own style. That would be where my self confidence rose dramatically" (Group Interview). The ability to reflect upon and analyze a lesson presentation, and then be able to reteach the lesson, tended to improve both the lesson and the perceived levels of self-confidence of the student teacher. When they taught the lesson more than twice, further improvement was also recorded.

The most important factor, however, was "Mostly just doing things; it was actually getting out and doing the teaching and things going well. If things went better, then your confidence got better. Just the actual teaching" (Karen S.). The subjects reported that as success in teaching mounted, so did their perceived levels of self-confidence. It increased with daily successful practice of the act and methods of teaching.

Lesson plans.

Most of the subjects reported that the lesson plan helped when they didn't know the material as well as they wanted to know it. In this situation all of the student teachers were teaching in their minor area of instructional training. "Knowing how to write it [the lesson plan] up and how to set up what you're going to do in a class. Giving you a basic guideline. They do well. They bring up the confidence level" (Duane I.). More then half of the subjects reported that developing, using and following lesson plans increased their level of self-confidence. " If I plan a number of activities with different things, then they stay under control, and if I know what I'm doing then I'm under control too" (Karen S.).

Factors That Half Of The Subjects Or Fewer Reported

The remaining factors were mentioned by half or fewer than half of the subjects in the study mentioned.

Support by staff.

The subjects reported that the support of the staff in the school on a social, professional and collegial basis all helped to increase perceived levels of self-confidence. Basic communication with other teachers helped one of the student teachers to see that others were having problems with a student; the problem was not her, it was the student. After identification of the problem both the student teacher and the cooperating teacher entered into a dialogue to try to find out what both could do to help the student. It was reported that this helped increase the perceived level of self-confidence of the student teacher because "just being in a situation where you're on an equal level with the teachers and they treat you as an equal here, you see yourself more readily as an equal" (Dwayne W.).

Seeing other teachers in action.

Two of the subjects in the study had the opportunity to watch supply teachers in action with a class that they had already observed being taught by their cooperating teacher. In both cases the student teachers had also instructed the students in a few lessons. The student teachers reported that they felt that they could perform better than the supply teacher, and in one case even took over the class and did teach better according to the supply teacher. After these situations both subjects reported an increase in perceived levels of self-confidence.

The other student teacher had the opportunity to watch fellow teachers in the same school by being sent on a student timetable. The subject reported seeing various interesting strategies and new

ideas from these teachers. He also said that the teachers "that loved it {the job}" (Duane I.) were easily identified and that they had fewer problems with the class. He reported an increase in perceived levels of self-confidence just from seeing others teach and evaluating their methods and efforts.

Being tested and surviving.

Half the subjects in the study reported that after a class tests your control and classroom management abilities the first time, your perception of self-confidence increases if you were successful. "I think that my confidence rose most when after my first absolutely successful class was finished, I realized, yes, I can do it when I was able to deal effectively with problems" (Group Interview.). But the realization was a two way process, as illustrated by Rod C. when he reported "Each class tested me pretty much once that I can identify. We dealt with it and we moved on. They know now and I know {that I can manage the class}. That really increased self-confidence"(Rod C.). The fact that both parties reached the same conclusion as to who is in control, increased their perceived levels of self-confidence.

Feedback.

One of the subjects characterized the feedback from the cooperating teacher, the students, and the assignments the students submitted as one of the factors increasing perceived levels of self-confidence in the practicum experience.

I think my self-confidence comes from the

> feedback I get from the students, the feedback I got from Brenda, my cooperating teacher. I got feedback from some of the latest assignments that were returned, vast improvements over the first ones. So that is building my self-confidence. (Rob C.)

Another subject mentioned that "actually my whole evaluation was really really good. So it did boost my confidence"(Karen S.). Feedback in the form of positive mid-term evaluations was also identified as increasing perceived levels of self-confidence.

Team aspect.

Two of the cooperating teachers report that the student teachers appear more self-confident as a result of student teacher - cooperating teacher team teaching. The student teachers know what is expected of them and they get involved more easily, knowing the cooperating teacher is still helping control the classroom.

Interactive Video Disc.

> It helped then when we were doing it and then going into the classroom, it had built up my confidence beforehand but in the long run, it did build my confidence up for the kind of actions and kind of situations on the disc. ...It gives you a background to go back on. (Duane I.)

Two of the subjects reflected back to the first term and found that the disc and its influences were also strong and applicable in the practicum round. The influence actually was in increasing the perceived levels of self-confidence because it gave background and alternatives that they used in the practicum round.

Teaching in an area expertise

Two of the subjects actually taught in an area of specialization that they felt they had expertise in and reported that this increased their perceived levels of self-confidence. The one subject reported that it was unusual to see the staff taking notes on a lesson he did rather then giving notes to him after the lesson had finished.

Having another student teacher in the same school.

One of the subjects reported that having a student teacher of similar age in the same school and experiencing the same things, gave them a person they could talk to and bounce ideas and plans off. This was reported as a factor that increased perceived levels of self-confidence.

Extra curricular activities.

Doing other non-teaching jobs allowed the student teacher to see students in another situation and allowed her to develop a rapport with them that would not have otherwise existed. Feeling this rapport helped this one subject to increase her perceived level of self-confidence.

Factors Outside the Practicum Experience

During the course of the interviews three outside factors were identified as increasing the perceived level of self-confidence. Other teachers were mentioned by two of the subjects as increasing

perceived levels of self-confidence. A spouse and being a "study" member were identified by individual members in the study group.

Other Teachers

Acceptance by the staff of the school in outside activities and the chatting with teachers who were not staff members at the school the subjects were student teaching in helped increase the perceived levels of self-confidence in two of the subjects. The input of different viewpoints and solutions to problems that the subjects talked about from their practicum seemed to be the reason for this increase.

Wife

The one married subject reported on the contribution that his spouse made to his increase in perceived levels of self-confidence during the practicum. Her support, understanding, feedback and input made him perceive himself as more self-confident when he entered and taught the classes.

Study Member

The fact that she was in a study that required her to keep track of her self-confidence helped one of the subjects. She felt the group members' self-confidence rise, and this in turn gave her more self-confidence because she knew she was similar to the others. The fact that she could track the increase seemed to help.

Summary

Analysis of all the data collected produced a description of the ten most frequently mentioned ideal traits of teachers that influenced the potential student teachers. Student teachers reported six traits they hope to have when they became teachers and mentioned nine expectations they had for the ED. C.I. 352 course.

Reported data from the journals and interviews produced 21 factors that were viewed as increasing the perceived levels of self-confidence during the ED.C.I. 352 course. Outside of the classroom instructional course, but within the university environment, 14 factors were identified as increasing perceived levels of self-confidence. Outside of the university course, but within the university campus , three factors were identified that increased perceived levels of self-confidence. Practicum factors identified as increasing perceived levels of self-confidence numbered 14 in total. During this same time period the subjects reported three additional factors for increasing perceived levels of self-confidence that occurred outside of the practicum experience.

Chapter 5

Conclusion and Recommendations

Conclusions

The first and most important conclusion from this study is that **ED.C.I. 352 and ED. PR.353 do increase the perceived level of self-confidence in the student teacher subjects involved in this study.** The interviews with both subjects and their cooperating teachers, and the journals, all confirm this finding.

Two factors were identified in ED.C.I. 352 and three factors in ED.PR.353 that were reported by all of the student teachers as increasing their perceived levels of self-confidence. This unanimity supports the contention that these factors do increase self-confidence in the preservice teacher.

The researcher therefore concludes that **the Micro Teaching with the discussion/feedback sessions in ED. C. I. 352 increased the perceived levels of self-confidence.** The repetitive and reviewable experience (by video tape), combined with feedback from qualified professors, produced an increase in perceived levels of self-confidence. Potential student teachers further identified interaction with students, the professor, feedback, practical suggestions, impromptu speeches, lesson plans, teaching in an area of expertise in a non-threatening atmosphere in one's own teaching style as being additional self-confidence increasing factors that would be contained in the Micro Teaching experience. It should be noted that all of these factors were not identified by every subject. It is also reported that the Micro Teaching without the feedback and discussion

did not increase the perceived levels of self-confidence; this occurred in isolated cases.

The second conclusion from the data is that the interactive video disc and program increased the perceived levels of self-confidence in the student teachers. The researcher will not argue whether it was the program or the traits of the medium that caused the increase, but rather simply reports that all of the potential student teachers found that for different reasons it increased their perceived levels of self-confidence.

The reasons reported were that the realistic simulation of an unknown situation (teaching) was combined with the opportunity for potential student teachers to experience the act of making decisions in teaching scenarios that they would encounter. The quick response and feedback on the disc provided alternative choices and likely results. Students felt confident these alternatives could be tried later in teaching. The ability to repeat the scenarios and try different alternative solutions to the problems was reported as a method of increasing self-confidence, since they could experiment, and receive feedback and guidance in the act of teaching without losing face or endangering their students.

The third conclusion is that the students they instructed in the practicum increased the subjects' perceived levels of self-confidence through acceptance of them as a person/teacher. When the students accepted the student teacher as a person and a teacher, the subjects reported an increase in perceived levels of self-confidence. This acceptance always seemed to happen when the students ceased to struggle for

control in the classroom or when the student teacher demonstrated control of classroom management in a manner that was both personable and professional.

The fourth conclusion is that the callback session in the middle of the practicum experience increased the perceived levels of self-confidence. The student teachers reported that they needed contact with persons going through the same experiences so that they could brainstorm problems and discuss their thoughts about the practicum experience. The callback provided this opportunity, as well as reassurance that other student teachers were experiencing similar situations. The callback suggested solutions to some of their problems, and provided reinforcement of the university's support for them.

The fifth conclusion is that the cooperating teacher increased their perceived levels of self-confidence. Student teachers reported that their cooperating teachers provided support, feedback, and structure so that they could teach the day's plan multiple times. Cooperating teachers also provided for exposure to others' teaching, and in some cases team taught so as to provide a gradual introduction into the classroom. These methods of preparation of and working with the student teacher increased their perceived levels of self-confidence.

Recommendations

If persons are interested in increasing the levels of self-confidence in student teachers, the following recommendations apply.

It is recommended:

1. that further research with larger groups of student teachers be undertaken to identify and/or validate those factors that increase student teachers' self-confidence.

2. That the Micro Teaching be continued with discussion, feedback and videotape components remaining intact.

3. That the use of interactive video discs to present realistic simulations and appropriate feedback about the teaching process be continued and enlarged.

4. That cooperating teachers be selected or nominated on the basis of their ability to provide a positive atmosphere and guidance for student teachers.

5. That the callback for student teachers be increased to four times during the practicum, to allow for evaluation of the placement, support and feedback regarding their efforts in teaching.

6. That suggestions about how to increase self-confidence in student teachers be provided to cooperating teachers.

Summary

The conclusions from the study are that

1. perceived levels self-confidence of the student teachers did increase.

2. Micro Teaching with discussions and Interactive Video Discs with programs that simulate the teaching situation and provide the appropriate feedback increase the perceived levels of self-confidence in student teachers in ED. C.I. 352.

3. student teachers' callback sessions and the cooperating teachers are factors that increased the perceived levels of self-confidence in the student teachers in ED. PR. 353.

The six recommendations from this study are:

1. further research with larger groups of student teachers into factors that increase self-confidence.

2.Micro teaching remain intact with feedback discussions.

3. use of interactive Video Discs that simulate and give appropriate feedback about the teaching situation and process be continued and enlarged with technical assistance to the persons using the technology.

4. cooperating teachers be selected or nominated on the basis of their ability to provide a positive atmosphere, support and feedback regarding the student teacher's efforts.

5. The callback be increased to four times during the practicum experience.

6. Techniques for increasing self-confidence in student teachers be suggested to cooperating teachers.

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Appendix A

Study of Student Teachers

ROY LEADY, SEC. ED.

This study is an investigation of the factors and influences that are present in the ED. C.I. 352 and ED. PR. 353 courses. The investigation is specifically for the factors that increase the level of perceived self-confidence in student teachers in the age range of 19 to 25. The study needs 8 potential student teachers (4f, 4 M) from the various subjects that are taught in the junior/senior high school. The subjects in the study should have had no previous organized teaching experience to qualify for the study.

The subjects will be interviewed for a max. of 1 hour at 5 intervals during the 14 weeks. The subjects of the study have the right to not answer any questions and the right to strike any replies from the typed manuscripts before the report is written. If the study is a cause of problems, the subjects may drop from the study. All identities and locations are to be kept in confidence and this study does not have any direct or indirect connection to marks for the above mentioned courses or to any requirements or demands that you take part in the study. It is a volunteer only mission.

NAME _____

ADDRESS _____

PHONE _____

SUBJECT OF SPECIALIZATION _____

MINOR SPECIALIZATION _____

FEMALE ____ **MALE** _____

AGE _____

SECTION NUMBER _____

INSTRUCTORS NAME _____

REASON FOR WANTING TO PARTICIPATE IN THIS STUDY_____

_____

PREVIOUS TEACHING EXPERIENCE

Appendix B

RECORDING PERMISSION FORM

NAME _____
DATE _____
SECTION # _____
ED CI 352 INSTR. _____
INTERVIEW NUMBER _____
This form is to give approval for the recording of the voice and transcription of the recorded statements of the above named person. It is further understood that the transcriptions will be approved by the subject before they are released for the use of Roy Leady in his study of Student Teachers in the ED CI 352 and ED PR 353 courses.
APPROVAL FOR THE RECORDING OF THE VOICE

_____
_____ DATE
APPROVAL OF THE TRANSCRIBED MATERIALS

_____
_____ DATE.